

STUDENTS' MOTIVATION IN LEARNING ENGLISH SUBJECT AS A FOREIGN LANGUAGE

Raudhatul Adawiyah, Endang Susilawati, Zainal Arifin
English Study Program of Language and Arts Department of Teacher Training and
Education Faculty of Tanjungpura University Pontianak
E-mail:

Abstrak:

Penelitian ini menganalisa motivasi mahasiswa semester satu Fakultas Ilmu Sosial dan Politik Universitas Tanjungpura dalam mempelajari bahasa Inggris sebagai bahasa asing untuk tahun akademik 2011/ 2012. Motivasi pelajar sangatlah penting dalam proses belajar mengajar yang merupakan kunci dari kesuksesan. Motivasi pelajar dapat dipengaruhi oleh beberapa faktor seperti aktivitas belajar mengajar, tujuan pembelajaran, dan kurikulum. Hal tersebut dikategorikan sebagai motivasi eksternal. Motivasi eksternal ini kemudian mempengaruhi motivasi pribadi siswa pembelajar. Ini dinamakan motivasi internal. Oleh karena itu untuk menganalisa seberapa tinggi motivasi pelajar, penulis melakukan penelitian deskriptif. Dalam penelitian ini, penulis melakukan teknik observasi dan kuesioner. Kemudian, untuk mengelompokkan tinggi rendahnya motivasi pelajar, peneliti menyusun kategori motivasi menjadi empat yakni sangat baik, baik, memuaskan, dan membutuhkan perbaikan. Pada akhirnya, penulis mengkategorikan motivasi pelajar dalam “memuaskan” karena masih banyak pelajar yang kurang motivasi belajar. Para pelajar ini tidak belajar aktif di kelas, mempunyai kesulitan dalam cara belajar mereka dan masih membutuhkan panduan dari dosen mereka.

Kata Kunci: motivasi, motivasi internal, motivasi eksternal, strategi pembelajaran yang memotivasi

Abstract:

This research aimed at analysing students' motivation in learning English as a foreign language of the First Semester Students of Social and Political Science Faculty of Tanjungpura University in Academic Year of 2011/2012. Students' motivation is important to teaching and learning process since that is the key to reach successful learning. Motivation of the students can be influenced by some factors such as teaching learning practice, goal of study and the curriculum. They are categorized as external motivation. This external motivation also influenced students self motivation or it was called as internal motivation. Therefore to analyse how high is external and internal students' motivation is the writer did a descriptive study. In descriptive study, the writer did observation and questionnaire. Then, to categorize the level of internal and external motivation, the writer made a group of four of student's motivation level; excellent, good,

satisfactory and need improvement. In the end, the writer found that the students categorized the participants into “satisfactory” because there are some students who still had lack of motivation. Those some students did not actively participated in the class, had difficulty in managing the learning style and needed more guidance from the lecturer.

Keyword: Motivation, internal motivation, external motivation, motivational teaching strategies

Students’ motivation in learning was considered as important to teaching and learning process. Motivation can lead them to gain success. Maehr and Meyer in Brophy (2010: 3) says, “Motivation is theoretical construct use to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.” So motivation is very significant to lead the students to be successful in learning which needs agent to make it happen. The agent is the lecturer and the system. The students of Social and Political Science faculty of Tanjungpura University in the same way, they need the lecturer in order to trigger their motivation.

For this purpose, the lecturers should have done such effort. He/ she might select appropriate and interesting teaching topics as well as interesting technique to conduct the teaching and learning process. Unfortunately, based on the pre-observation the writer did, the writer found that during the class session only 50 % of students who always attended the class. The class was full only when the examination was held. The result of the examination also turned bad. The scores mostly dominated by E, and D. One of the reason of why this could happen is motivation since motivation directed a person to reach goal of study. Based on this situation, the writer intended to reveal the level of students’ motivation to learn English as a compulsory subject especially the first semester students on Social and Science Faculty of Tanjungpura University.

Furthermore, Motivation is important to the process of teaching learning since it can help the students to succeed in teaching and learning process. As Maehr and Meyer (cited in Brophy, 2010: 3) says motivation as: “Theoretical construct use to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior”. So, sometimes motivation is one of a measurement to get success. But, still motives are different from goals. Motives are general needs that force people to participate in. In contrast, goal is a specific need to be achieved during the process. Gardner also relates motivation and goals. He says that motivation involves four aspect which are a goal, learners behaviour, a desire to achieve the goal, and favourable attitude towards the goal (cited in Gass, 2008: 246).

Nicholls also (cited in Alderman, 2004: 11) describes motivation as, “One that provides the greatest of intellectual development and proposes that students’ motivation is a justifiable educational goal.” Then, to trigger the motivation, we should know what can cause a motivation. Collier (cited in Alderman, 2004: 11)

also emphasizes: “Motivational factors determine not just the goal toward which people aspire but the way in which they seek out, process, and use information.”

There are many types of motivational theories. Key ideas relating to the four types of motivational theories are presented on table 1.1

Table 1.1. View of Motivational theories

Theories	Views of Human Condition	Implication for motivating students to learn
Behavioral Reinforcement	Reactive to external reinforcement and associated situational cues	Cue and reinforce desired learning behavior (attention to lesson, careful work on assignments, etc)
Need Theories	Reactive to felt pressure from the internal need	Make sure that completing needs are satisfied or at least muted so that students can focus on mastery or achievement related needs, design curriculum, and instruction to help them meet the latter needs without undue difficulties.
Goal Theories	Both reactive and proactive in formulating and coordinating goals so as to satisfy needs and desire	Coordinate classroom climate, curriculum, instruction and assessment practices to encourage students to adopt learning goal
Intrinsic Motivational Theories	Autonomously determining goals and regulating actions to pursue interest	Emphasize curriculum content and learning activities that connect with the students’ interest; provide opportunities for them to make choices in deciding what to do and to exercise autonomy doing it.

Note. Adapted from *Motivating Students to Learn* by J. Brophy (2010:10), New York: Taylor & Francis Group

The writer selected only two theories of motivation to draw the research, which are goal theories and intrinsic motivational theories. Those two kinds of theory have different emphasizing. The writer chose goal theory because the writer dealt with the curriculum of the university which focused on the goal of learning. Nevertheless, the writer also needed to consider the internal motivation of the students. So, the writer also framed intrinsic motivational theories to be drawn as the framework of the research.

The writer combined the points from both theories. Lastly, the writer mapped the motivation into two types. They were internal and external motivation. The component of each motivation was considered based on the teaching and learning process in the classroom.

a. Internal Motivation

Motivation is the key for a successful learning. Successful learners are not simply individuals who know more than others. They also have more effective and efficient learning strategies for accessing and using their knowledge, can motivate themselves, and can monitor and change behaviours when learning does not occur. These can be called as self academic management. Self academic management also divided into three major points, they are language attitude, language aptitude, and self motivation. Language attitude covers the learners behaviour towards the language such as how often the learners use the language. Language aptitude means the learners strategy to grasp the language. The last thing is self motivation. It covers the learners motivation in the learning process.

Moreover, students' belief about learning and motivation influence their behaviour. The following beliefs can impact achievement: if students belief they are less capable than others, they may spend considerable time using their failure beliefs such as trying not to be called on, not copying materials. Other students who believe they can achieve are more likely to spend their time using effective learning and strategies. So, all what happen are depends on own motivation and belief.

b. External Motivation

External motivation which is explained is emerged from the process of teaching and learning. External motivation as Dörnyei (2001) said is divided into three variables; course instrument, lecturer behaviour and social engagement (group structure).

1) Course Instrument

Course instrument includes all the items which is the guidelines of a course or learning for example curriculum and syllabus, planning activities in the classroom and material.

Curriculum (Celce-Murcia, 2001:55) includes all of the the planned learning experiences of an educational system. Syllabus then is the selection, sequencing, and justification of the content of the curriculum. In language teaching content selection should include selecting linguistic features such as items of grammar, pronunciation, vocabulary as well as experiential content such as the topic and

themes which is presented in syllabus. In the syllabus, the lecturer selects appropriate activities for the students in order to acquire some objectives. The important point is these activities facilitate understanding rather than competence. The understanding refers to both the content of what is to be learnt, as well as the actual process to acquire the objectives of learning. So, all the steps in activity should be able to motivate and stimulate learners. A syllabus also considered the text or material to be chosen. The choice of primary text and textbooks, supporting resources, and classroom library materials have major impact on students' motivation to read and their engagement with text. Text material should complement students' intellectual level and be at appropriate level of difficulty. Potential source of difficulty for foreign language readers includes assumed background knowledge, cultural assumption, demanding topics, grammatical complexity, length of text, new conceptual knowledge, organization, unusual formatting, and vocabulary. The material selected should be interesting, coherently linked (e.g by topic, task, overall themes) to stimulate the demand of academic course. Text material should build in a degree of complexity through the introduction of new, through related, information, and differing perspectives so that students feel some challenges and have the opportunity to develop some expertise and pride in what they are learning.

2) Lecturer Behaviour

Lecturer behaviour means what the lecturer do in the classroom as the treatment to the students. The lecturer should be able to encourage students' motivation. The writer divided two major points of lecturer behaviour, they were managing learning, and classroom design.

Managing classroom means the lecturer should be able to control the teaching and learning process while dealing with the curriculum or syllabus. How to manage the classroom is really important which can determine the achievement of the students.

Then, the next point of the writer's view about lecturer behaviour is classroom design. Classroom design is prerequisite of the process of teaching learning. It can motivate learners to study and make them feel comfortable in the classroom. Since it is a prerequisite of teaching, classroom design seeks to optimize the amount of classroom time available for teaching's processing of content in ways suitable with students' cognitive capabilities. Conversely, classroom design also minimize time spent that can interfere teaching and learning such as making noise, irrelevant conversation with others or wasted time.

A. Method of Research

In order to find out students' motivation, the writer believed that descriptive research was the suitable one since Borg and Gall in Dawson (2002: 10) says "descriptive studies are aimed at finding out "what is"..." So, descriptive research does not talk about prediction of the future but talks about the nature of the setting. In this case, the setting focused on motivation. By doing descriptive research, writer can reveal how the motivation worked in the class nowadays.

This research is conducted in Political and Science of Tanjungpura University. There are two classes of the first semester. The writer only took class

A as the participant because number of the students was bigger than the class B. The class consisted of 46 students. It was considered more representative to the whole class.

The writer did an observation and the questionnaire in the class, therefore the participants were the lecturer and the first semester students of class A in Social and Political Science Faculty of Tanjungpura University.

Furthermore to analyze the data, the writer mapped motivation rubric which will be used to categorize the students motivation level. The rubric was presented below:

Table 3.2. Motivation Rubric

	CRITERIA	E = EXCELENT	G = GOOD	S = SATISFACTORY	N = NEEDS IMPROVEMENT
RESPONSIBILITY	Commitment	Highly motivated in fulfilling commitments and resonsibilities in teaching and learning activities	Fulfilis commitments and responsibilities in teaching and learning process.	Fulfilis commitments and responsibility in teaching and learning process, but irregularly.	Rarely fulfilis commitments and responsibilities in teaching and learning process.
	Completes Work	Homework, classwork, assignement are completed consistently with thoroughness and care.	Homework, classwork, assignement are completed consistently.	Homework, classwork, assignement are completed frequently.	Homework, classwork, assignement are frequently incomplete.
	Responsible	Able to manage own behaviour consistently without supervision as a role model of others.	Able to manage own behaviour consistently without supervision.	Able to manage own behaviour frequently.	Unable to manage own behaviour.
ORGANIZATION	Planning and meeting goals	Plans and meets goals completely and on time.	Plans and frequently meets goals.	Sometimes plans and meets goals.	Infrequently plans and meets goals
	Prioritize time and management	Consistently prioritize tasks/ goals. Effective time management skill.	Able to prioritize tasks/ goals. Good time management skill.	Difficulty in prioritizing tasks/ goals. Adequate time management skill.	Unable to prioritize tasks/ goals. Weak time management skill.
	Uses resources	Gather information to complete task without support. Always prepared for class and bring required equipment.	Gather information to complete task with little support. Usually brings required equipment.	Gather information to complete task with regular support. Sometimes brings required equipment.	Unable to gather information to complete task without support. Rarely brings required equipment.

INDEPENDENT WORK	Independent	Clarifies assignment, meets deadlines, uses resources and seeks assistance as needed.	Usually clarifies assignment, meets deadlines, uses resources and seeks assistance as needed.	Often requires direction in clarifying assignment, meeting deadlines, using resources, and seeking assistance as needed.	Needs repeated direction to clarify assignments, misses deadlines, requires suggestion for resources and invitations for assistance.
	Uses class time	Consistently use class time to complete task.	Regularly uses class time to complete task.	Sometimes uses class time to complete task.	Rarely uses class time to complete task.
	Supervision	Follows instruction effectively and complete assigned task with minimal assistance or supervision.	Proceeds willingly and required only occasional assistance/ supervision.	Needs some help to get started and worked with periodic assistance/ supervision.	Needs significant encouragement and supervision to begin assigned task.

B. Finding Research

The writer divided the findings into two major categories, they were; internal and external motivation.

1. Internal Motivation

Internal motivation is the cause of why someone do something, it is such a trigger. So, the observation of students' internal motivation is more about how the students deal with the teaching and learning process which includes how they deal with the language (attitude), how they perceive the learning (aptitude), and how high the level of their self motivation. Then, the writer grouped it into learners attitude, aptitude, and self motivation.

a) Learners Attitude

Learners attitude includes how the students act toward language. From the questionnaire, only nine students who already had sense of belonging to the language. Sense of belonging means the students already feel accustomed to use the language in their daily life. This can help to achieve English easier. Unfortunately, the rest of the students which are 40 did not have sense of belonging to the language. These 40 students should have more encouragement from the lecturer to trigger their motivation to use English in the classroom.

b) Learners Aptitude

Besides language use, another aspect that really important is how the students perceive L2 learning, named learners aptitude. It includes the students' perception of how they achieve the material from the lecturer. The way of lecturer to deliver material can be one of the factor that can motivate learner to study.

From the questionnaire, it can be concluded that the students said the material already met their needs. It meant they were interested to it. But, they still found it difficult to understand because of the vocabularies. It may be better if the lecturer choose easier text or do not forget to emphasize on the hard point. This problem usually happen if the lecturer does not know about the needs of students, and no communication before designing the material. Most of the students said that the

material was too difficult. In the classroom, each student has different background of study. So, the lecturer may not treat all the students equally the same.

c) Self Motivation

From the questionnaire, the writer found that less than half of the students had high motivation to learn. The rest of them did not pay attention too much on the teaching and learning process. This condition may reveal another problem. As the researcher observed in the classroom, the problems were the students became lazy to study in the class, they did not pay attention to the lecturer and made lots of noise which can disturb the teaching and learning process. Another problem that occurred is the students seldom evaluated their learning progress, so they did not know their strengths and weaknesses. Self motivation can be triggered by saying motivational verbalization to oneself. This one usually have forgotten by the students.

2. External Motivation

External motivation includes all the external factors that can increase students' motivation. The external motivation is divided into three category, they are course instrument, lecturer behaviour, and social engagement.

a) Course instrument

The writer included curriculum and syllabus, activities, and material as the course instrument item.

After collecting the data, the researcher found that the syllabus has clear goal, and instruction of teaching. The material also interesting. One of the example of material is about social cultural in other countries. But in the syllabus there is lack of speaking time. The focus is more about writing and reading English.

In the syllabus there are also sequence of activities. The process of understanding of the activities and material is really important rather than only the competence. An ideal of activity is it gives students time to connect between their ideas and the material provided. During the observation, the researcher found that the performance of students is really rare. The lecturer only submitted the material do any other performance. Another thing to be considered is introductory activities. Introductory activity already stated clearly by the syllabus. But, unfortunately the lecturer did not use it in the class.

Then, selecting material also plays important role of teaching and learning. The lecturer should select interesting material, and linked coherently to the academic purpose. In the syllabus, the material only focused on reading and writing. It will decrease the opportunity of students to explore their study.

b) lecturer behaviour

Lecturer behaviour becomes very important since it can increase the students motivation through motivational teaching strategies. Lecturer behaviour includes all the activities done in the class.

In teaching and learning process, ask essential question is effective to make the students exploring the material more. These questions should be administered in the beginning and in the end of the lesson. But, unfortunately, the lecturer did not use it optimally. The lecturer only asked essential question in the end of the lesson. The question is only mentioned on the task given. It did not occur along the teaching and learning process. Task also important for the students. In

designing the task, the lecturer should ensure that the task can reflect all the students need. It means not only about writing ability but also speaking ability. In the classroom, the researcher only found that the task was about writing ability. In the end of the task, the lecturer also should be able to assess the students' achievement. Lecturer should be able to differentiate assessment and task or test. Assessment is about the students' progress during the teaching and learning process. Whereas, task or test is one of the tool of assessment. The lecturer also should give enough time for students to work the test and perform it. But unfortunately, performance does not occur in teaching and learning process. To know whether they did well on test or not, the lecturer should give feedback to the students. Feedback is really important for the students' progress to encourage them to be able to monitor their study by themselves. During the observation, the researcher found that the lecturer gave some feedback to the students.

Teaching and learning can not be separated with the classroom. The classroom condition should be comfortable for the students to learn. Researcher found that the class was overcrowded because the class consisted of more than 40 students. It made the class became noisy. This aspect can distract students' concentration during the teaching and learning process.

Another thing that usually has been forgotten by the lecturer or teacher is award. Award has a great value for the learning process. Award is not only for young learners but also for the adult learners. The lecturer can give simple verbal award by saying "good job", "great". These kind praise can motivate the students. Unfortunately, during the teaching and learning process the lecturer did this rarely.

c) social engagement

Besides the lecturer behaviour, social engagement also plays important role of giving motivation to students. Social engagement includes the students work with a group or peers. During the observation, the researcher found that there was a lack of social engagement. The lecturer focused more on individual test. The process of working in a group can be motivational. Motivational group work can develop students speaking skill, listening others and thinking skill

C. Conclusion

Based on the research, it revealed two types of motivation which were internal and external motivation. Internal motivation meant how an individual motivated his/ herself by using his/ her own learning style. While, external motivation was motivation that influenced by external factors.

The writer had mapped the motivation level into four; excellent, good, satisfactory, needs improvement. According to the finding, the writer categorized students' motivation of Social and Science Faculty of Tanjungpura University as "S" or satisfactory. The detail explanation of satisfactory is described in three elements; responsibility, organization, and independent work. In the element of responsibility, the writer found that the students still need stimulus to raise their motivation as they still worked the assignment irregularly and rarely participated in the groupwork. Yet, they already could situate themselves appropriately in teaching and learning for instance they listened to the lecturer and followed his

instructions. Whereas, in the order of organization, the students still had difficulty in managing their learning style. Regarding to an independent work, the students often need assistance and guidance from the lecturer. They could not independently worked. However they were still able to finish the assignment punctually.

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